

Region 2 Stakeholder Group



**Report to the Kentucky Board of
Education**

October, 2003

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Introduction

The Region 2 Stakeholder Group represents two special education Cooperative areas: River Region Special Education Cooperative and Caveland Educational Support Center.

The River Region Cooperative is located in the northern part of Region 2 and serves the following districts:

- Breckinridge County
- Cloverport Independent
- Daviess County
- Elizabethtown Independent
- Grayson County
- Hancock County
- Hardin County
- LaRue County
- McLean County
- Meade County
- Ohio County
- Owensboro Public
- West Point Independent

Caveland Educational Support Center serves the following districts in the southern part of the region:

- Allen County
- Barren County
- Bowling Green Independent
- Butler County
- Caverna Independent
- Cumberland County
- Edmonson County
- Glasgow Independent
- Green County
- Hart County
- Logan County
- Metcalfe County
- Monroe County

- Russellville Independent
- Simpson County
- Todd County
- Warren County

The Region 2 Stakeholder Group first met on April 30. There was a large group made up of individuals from a wide range of backgrounds with interest in services for students with sensory impairments. The group included teachers, administrators, Deaf adults, adults who are blind, parents, university faculty, related service providers, and graduates from the region.

The second meeting was held on June 11. During the first two meetings, the stakeholders considered and discussed the following six focus questions:

1. What services for both populations of students are currently available in the region?
2. What services for students for both populations are needed in order to offer a continuum of service options?
3. What type and number of service providers for each population would be necessary in order to offer a continuum of services?
4. What resources including personnel will be necessary in order to provide the continuum of services?
5. What obstacles are present to prevent the implementation of the continuum of services?
6. What solutions (i.e. collaboration among school districts, special education cooperatives, regional service centers, private agencies, etc., and KDE) could be used to allow for implementation of the continuum of services?

The discussion from the first two meetings was enlightening for all participants. A frequent comment was that individuals became more informed about services that currently exist around the region and; in fact, many were surprised to find that there are actually more resources than they had thought in this area. The fact that there is a lack of awareness of services and communication about them is, in itself, problematic. It also became apparent that services in the region are fragmented and lack coordination and availability in all areas.

At this point, the group had generated a large amount of information related to current services, needed services, and challenges. It became apparent that some organization was needed in order to more effectively plan strategies to improve services. It seemed that there were some logical categories into which this information fell. Those categories were:

- Staffing/Professional Development
- Facilities/Programs/Services
- Materials/Resources
- Parent Supports

On July 16, the subcommittee addressing issues related to the Deaf and Hard of Hearing (D/HH) met to begin detailing the actions, timelines, resources, and lead agencies that would become a plan of action for our region. The subcommittee addressing issues for the Blind and Visually Impaired did the same work on August 5. On August 28 both groups met again to continue this work. During that meeting, it was felt that the four categories could be collapsed into two – one dealing with Personnel, Professional Development, and Parent Supports and the other focusing on Facilities, Programs, Services, Materials, and Resources. On September 17, work on the action plan was completed and the first draft of the written report was reviewed.

This document is a result of the work of this Stakeholder Group. It is understood that this is a work in progress and will be ongoing. There have already been strides made toward some of the goals of the group. Several activities have been completed because of the initiative of individual members of the Stakeholder Group. This process has been effective in opening communication between various interested parties and has generated a commitment to continue to work together to improve services in our region. With additional support from the Kentucky Department of Education, we look forward to improved regional services for students with sensory impairments.

Stakeholder Group Members

NAME	AGENCY	ROLE
Cindy Adair	Hardin County Schools	Teacher of the Blind/ Visually Impaired
Ginger Barnes	Hardin County Schools	Teacher of the Blind/ Visually Impaired
Betty Boggess	Daviess County Schools & Owensboro Ind. Schools	Teacher of the Deaf/Hard of Hearing
Rick Boggess	Daviess County Schools & Owensboro Ind. Schools	Teacher of the Blind/ Visually Impaired, Adult who is blind
Jane Bowman	Barren County Schools	Retired Director of Special Education
Leland Clack	Caverna Ind. Schools	Director of Special Education
Pam Coe	Caveland Educational Support Center	Director
Kelly Daniel	Commission for Children with Special Health Care Needs	Audiologist
Diane Dyer	Butler County Schools	Teacher of the Blind/Visually Impaired
Vicki Embry	Warren County Schools	Special Education Consultant
Jan Everly	Ohio County Schools	Director of Special Education
Betsy Flener	Warren County Schools	Teacher of the Blind/ Visually Impaired
Jeff Harris	Kentucky Department of Education	KDE Liaison
Becky Hemberger	Grayson County Schools	Speech Language Pathologist
Andy Hensley	Kentucky School for the Deaf	KSD Outreach
Lesa Hibbs	River Region Cooperative	Consultant
Pete Hoechner	Retired	Former Region 2 Service Center Consultant

Cathy Johnson	Kentucky School for the Blind	KSB Outreach
Patricia Johnson	Grayson County Schools	Teacher of the Blind/ Visually Impaired
Pat Kelley	River Region Cooperative	Administrative Assistant
Melanie Manion	Grayson County Schools	Parent & Paraprofessional
Tamara Martin	Metcalfe County Schools	Director of Special Education
Donna Mather	Green County Schools	Director of Special Education
Dana McCubbin	Allen County Schools	Director of Special Education
Pat McKown	Commission for Children with Special Health Care Needs	Audiologist
Wilton McMillan	Kentucky Department of Education	KDE Liaison
Helen Meister	Owensboro Ind. Schools	Speech/Language Pathologist
Dawn Miller		Parent
Lana Montgomery	Owensboro Independent Schools	Former Director of Special Education
Mary Lee Nelson	Hart County Schools	Deaf Adult and Retired Teacher of Deaf/Hard of Hearing
Robin Nunemaker		Deaf Adult
Laurie Parks	Owensboro Ind. Schools	Teacher of Deaf/Hard of Hearing
Janelle Perseo	Logan County Schools	Deaf Adult and Teacher of Deaf/Hard of Hearing
Bill Porter	Regional Training Center	Director
Gina Pruce		Parent
Ken Roberts	Daviess County Schools	Director of Special Education
Lora Rozeboom	River Region Cooperative	Former Director

Mike Simpson	Breckenridge County Schools	Director of Special Education
Carole Sindelar	Regional Training Center	Administrative Assistant
Gay Skaggs	Grayson County Schools	Director of Special Education
Karen Sutton	Simpson County Schools	Teacher of the Blind/ Visually Impaired
Liz Taylor	Daviess County Schools	Teacher of the Deaf/Hard of Hearing
Therese Vali	River Region Cooperative	Consultant
Becky Vanderhoof	Commission for Children with Special Health Care Needs	Audiologist
Sherry West	Workforce Development Cabinet - Dept of Vocational Rehabilitation	Deaf Adult & Vocational Rehabilitation Counselor
Nedra Wheeler	Western Kentucky University	Professor
Joyce Wilder	Western Kentucky University	Professor

Blind/Visually Impaired

Personnel * Parent Supports * Professional Development

Current Status

- According to the Kentucky Department of Education (KDE) December 1 child count and Kentucky Instructional Materials and Resource Center (KIMRC) at KSB, 25 of the 30 districts in this region identified students with a visual impairment. Sixty-five students were identified with a visual impairment, 31 with VI as a secondary disability, and 2 as Deafblind. KIMRC reported 156 students with visual impairments in this region.
- Thirteen (13) certified teachers of the blind and visually impaired provide full or part time itinerant services for 11 of the 25 districts with identified students with visual impairments.
- Certified Orientation & Mobility Specialists currently serve three districts. Some are employed by the districts and some are employed through contractual arrangements with local providers. More services are needed.
- There is inconsistency in the region in determining the number of service providers needed. It would be helpful to have a common instrument such as "Objective Caseload Analysis".
- Access to Braille transcription services is limited and frequently not available on a timely basis.
- There is little knowledgeable support for assistive technology for the blind and visually impaired.
- There is limited access to low vision service providers.
- There are Parent Resource Centers in Simpson County and through KSB.
- Local community groups that provide service to parents include the Lion's Club and the Lion's Eye Center in Louisville as well as the WHAS Crusade.
- Training is needed for a wide range of professionals as well as for parents. Regular educators, Occupational Therapists, Physical Therapists, Adaptive Physical Education Teachers, and School

Psychologists need training to understand the needs of blind/visually impaired students as they relate to each professional field.

- More professional development days are needed for teachers of the visually impaired so that they can be involved in discipline specific training as well as school and district professional development that is a part of the comprehensive improvement process.

Challenges

- Inconsistent child count data
- Lack of certified staff
- No teacher training programs available through colleges or universities in the region
- Overtaxed outreach services from KSB

Goals

Students who are blind and/or visually impaired in Region 2 will be provided instruction and/or services by highly qualified staff to meet their unique needs and those of their families.

All highly qualified staff and parents, when relevant, will engage in ongoing, appropriate professional development designed to address the unique needs of students who are blind and/or visually impaired and their families.

Strategy/Actions

1.) Provide support to local districts through a regional center that would provide services such as: allocation/reallocation and recruitment of staff as needed, technical assistance, coordination of professional development, provision of family support activities, and creation and maintenance of a lending library of assistive technology devices.

- Create a position of Regional Coordinator for Blind/Visually Impaired Services.

Timeline Fall 2004

Resources Financial Resources, Office Space

Lead Agency KDE

- Annual review of student needs
 - Timeline** Ongoing
 - Resources** Communication with local districts
 - Lead Agency** Regional Coordinator for B/VI, Cooperatives

- Improve local recruitment and retention efforts including provision of a support base for current administrators and teachers
 - Timeline** Ongoing
 - Resources** Communication with local districts
 - Lead Agency** Regional Coordinator for B/VI, Cooperatives

- Research successful recruitment efforts in other states and in other areas of Kentucky
 - Timeline** 2004-2005 school year
 - Resources** Access to communication technologies
 - Lead Agency** Regional Coordinator for B/VI, Cooperatives

- Public relations activities such as: job fairs, coordinating with existing teacher preparation programs in universities, participate in high school career day activities
 - Timeline** Ongoing
 - Resources** Travel and printing expense
 - Lead Agency** Regional Coordinator for B/VI, Cooperatives

- Provide coordination for a regional support network of VI service providers
 - Timeline** Ongoing
 - Resources** Release time and travel expenses, meeting space
 - Lead Agency** Regional Coordinator for B/VI, Cooperatives

- Build local capacity through recruitment of other specialists such as an AT specialist for VI needs, Braille transcriptionist, low vision

service providers, O & M Specialists, and consultant for students with multiple disabilities

Timeline	Ongoing
Resources	Financial resources for contractual, part-time or full-time employment from KDE and local districts
Lead Agency	Regional Coordinator for B/VI, Cooperatives

2.) Develop an accurate count of students who are blind and/or visually impaired including students with VI as a primary or secondary disability under IDEA or being served under Section 504.

- Include identification of VI as a secondary disability in SETS training in September

Timeline	September 17
Resources	STI Staff
Lead Agency	KDE/STI

- Continue to complete annual caseload profile of numbers of students with sensory impairments (discontinue survey with Dec 1 count) refine caseload profile that is distributed by the Cooperatives – offer technical assistance to Directors of Special Education to accurately complete the survey

Timeline	December 15
Resources	Cooperative Staff, VI Teachers, Directors of Special Education, KSB Outreach
Lead Agency	KDE, Cooperatives

3.) Properly identify needs of students in order to determine staffing requirements

- Conduct Professional Development regarding recognizing children who may have visual impairments and making appropriate referrals for complete evaluations including functional vision/learning media and Orientation & Mobility assessments.

Timeline	Spring 2004
Resources	KSB Outreach through Cooperative Structure and Regional Training Center (RTC)
Lead Agency	Cooperatives, RTC and KSB Outreach

- Develop and distribute informational brochure to optometrists and ophthalmologists regarding referral as a part of child find activities.

Timeline Fall 2004

Resources Early Identification Group, KDE Child Find, Preview Project

Lead Agency KDE/Early Identification group for development, Cooperatives for duplication, LEAs for distribution

- Provide technical assistance to districts on analyzing staffing needs, including existing caseload analysis.

Timeline Beginning Spring 2004 and ongoing

Resources Quality Programs for Students with Visual Impairments

Lead Agency KSB Outreach

4.) Present issues related to the needs of local districts for teacher training programs to state Institutes of Higher Education (IHE) group.

Timeline Fall 2004

Resources Release time, Travel Expenses, KDE Support

Lead Agency Stakeholder Group

5.) Provide support and assistance for staff to participate in and provide appropriate professional development

- Teachers of the Visually Impaired, Orientation & Mobility Specialists
- Parents and families
- Others, including: Regular education teachers, Occupational Therapists and Physical Therapists, Adaptive Physical Education Teachers, School psychologists, Paraprofessionals, Administrators, counselors.
- Priority professional development areas include but are not limited to: Use of Assistive Technology, Multiple Disabilities, Assessment, etc.
- One delivery method may be a short course for teachers.

Timeline Beginning Fall of 2004 and ongoing

Resources Regional Coordinator

Lead Agency KDE

Blind/Visually Impaired

Facilities * Programs * Services * Materials * Resources

Current Status

- Eleven (11) of 25 districts with students identified as having a visual impairment within the region provide full or part time itinerant services.
- Three (3) additional districts are seeking consultative or contractual services
- Three (3) districts currently provide Orientation & Mobility services. One district employs a Certified Orientation & Mobility Specialist, two districts use contractual services.
- There is a need for high school credit for Braille instruction (i.e. Warren County has offered credit for Braille for one student.)
- KSB offers: short course, full time enrollment, outreach services, Braille carnival, summer programs, low vision clinics, and PREVIEW program.
- Recreational opportunities include: Camp Crescendo and Trooper Island, High Vision Games in Jefferson County, Therapeutic Horseback Riding Programs in Breckenridge, Ohio, Hardin, Muhlenberg and Warren Counties. More opportunities are needed for socialization and instruction.
- Evansville Association for the Blind in Southern Indiana is available for support in the northern half of the region.
- There are limited VIPS (Visually Impaired Preschool Services) available for children age birth to 3.
- Many VI teachers serve students in inadequate space such as closets and hallways.
- Lack of transportation prevents some students from taking advantage of special services and programs outside of the school day (e.g. extra curricular activities, camps, social events)
- There is a need in the region for more appropriate assessment procedures and instruments for B/VI and multiply disabled students.

- There are loan libraries for books, materials, and assistive technology at the Regional Training Center, Caveland Cooperative, River Region Cooperative, and EnTech
- Department for the Blind has offices in Louisville, Bowling Green, Elizabethtown and Owensboro that provide assistance with transition services for B/VI students.
- Library of Congress offers a Talking Books Library
- There is access to Recorded textbooks at Recordings for the Blind & Dyslexic.
- There is a large lapse of time between order and receipt of Braille and large print requests through the Materials Center.

Challenges

- Graduation requirements do not support the National Agenda (i.e. do not include credits for expanded core curriculum)
- There is a lack of communication to physicians regarding the importance of completing eye report forms.
- Child count is inaccurate
- Provision of regional services is difficult in Region 2 due to different time zones as well as variance in district calendars.
- Timing of textbook adoptions does not allow enough turn around time to have materials Brailled by start of school.
- Digitized text formats vary from state to state

Goal

Students who are blind/visually impaired and their service providers in Region 2 will have access to high quality facilities, programs, services, materials, and resources based on their unique needs.

Strategy/Actions

1.) Utilize information from the annual caseload profiles to insure ongoing review of students and their unique needs in order to ensure access to the full continuum of services including possibilities for resource rooms or special day classes and inclusive settings regionally or across districts.

Timeline	Fall 2004 and ongoing
Resources	Regional Service Coordinator, Regional VI Teacher Support Network, and Cooperatives and Local Districts to establish collaborative agreements, transportation provided by local districts
Lead Agency	KDE

2.) Identify standards for instructional space for students with visual impairments, storage space for their materials (e.g. Braille materials, assistive technology, tactual graphics) and educate administrators about these standards.

Timeline	Fall 2005
Resources	Regional Service Coordinator and/or other state level personnel
Lead Agency	KDE

3.) Establish a regional lending library/training center that would house assistive technology and access to personnel who would provide appropriate training. Lending library to include:

- assessment materials
- assistive technology
- teacher resource materials

Timeline	Beginning Fall 2005 and ongoing
Resources	Build upon existing Assistive Technology resources within the region and at KSB increasing staffing as needed to respond to the need of districts.
Lead Agency	Cooperatives, KDE

4.) Recognize Braille Instruction as a course for credit(s) in the Program of Studies (for students with visual impairments as well as those who may choose the field of blindness as a career path).

Timeline	Fall 2004
Resources	Staff Assignment
Lead Agency	KDE

5.) Organize on-going opportunities for students to interact regionally and/or across districts.

Timeline	Fall 2004 and ongoing
Resources	Financial support, including transportation expense
Lead Agency	Regional Service Coordinator

6.) Develop regional summer program for parents and children concentrating on daily living instructional activities

Timeline	Summer 2005 and ongoing
Resources	Financial support, including transportation expense
Lead Agency	Regional Service Coordinator

7.) Reduce response time of services provided by Kentucky Instructional Materials Resource Center for Braille, large print, and educational aids and materials.

Timeline	Fall 2004
Resources	Financial support for textbooks, staffing, and updated technology
Lead Agency	KDE

Deaf/Hard of Hearing

Personnel * Parent Supports * Professional Development

Current Status

Region 2 currently serves approximately 75 students aged 3-21 with 12 certified teachers, 3 emergency certified teachers, 3 certified interpreters, and 13 paraprofessionals with some signing skills. Eight of thirty districts in the region employ certified teachers of the Deaf and Hard of Hearing.

Challenges

- Services are not easily available and accessible in the rural areas of the region.
- Services within the region are disparate.
- There are no programs in Region 2 that train interpreters or teachers of the Deaf and Hard of Hearing.
- Due to the low incidence of deafness, many misconceptions are held by those outside of the field, as well as a lack of knowledge regarding the needs of deaf children.
- There is a lack of parental knowledge of deaf culture and deaf issues.
- There is no central body for initiating and providing professional development relating to issues of the Deaf and Hard of Hearing population for teachers and interpreters.

Goal

To meet the needs of Deaf and Hard of Hearing (D/HH) students and their families in Region 2 by having highly trained and qualified teachers, licensed interpreters, and other support staff who have access to high quality, on-going professional development and support services.

Strategy/Actions

1.) Expand course offerings within the region that lead to certification for teachers and licensure for interpreters. (Note: Contacts at WKU indicate that it would take 2-3 years to implement a program. If funding was available, program initiation would occur sooner.)

- Present suggestions to Dr. Ransdall, WKU president.

Timeline Beginning Fall, 2003 and ongoing

Resources KSD Outreach through Cooperative Structure and RTC

Lead Agency Cooperatives, RTC and KSD Outreach

- Investigate collaboration with other IHEs to offer courses through video conferencing technology.

Timeline Fall 2004

Resources Early Identification Group, KDE Child Find, Preview Project

Lead Agency KDE, Cooperatives and Local Education Agencies

2.) Provide non-degree training within our region for potential interpreters who are working on certification/licensure

- Contact Eastern Kentucky University (EKU) about providing increased training opportunities in our region.

Timeline January, 2004

Resources Regional Coordinator for D/HH Cooperatives, Kentucky Registry of Interpreters for the Deaf, EKU Outreach program.

Lead Agency KDE, Cooperatives

- Provide financial incentives and travel expenses for experienced interpreters to mentor beginning interpreters.

Timeline Fall, 2004

Resources KDE

Lead Agency Regional Coordinator

- Non-degree certification provided by community colleges or other agencies in our region.

Timeline	Summer, 2005
Resources	KDE, Local Education Agencies
Lead Agency	KDE

4.) Provide comprehensive professional development activities in the region.

- Increase ongoing professional development activities by offering training for current teachers and interpreters on topics specific to D/HH through onsite and video conferencing technology.

Timeline	September, 2003, and ongoing
Resources	KDE, KSD, Cooperatives
Lead Agency	KDE

- Increase awareness training for families and peers (e.g. How hearing loss affects cognitive, socio-emotional development, reading and writing.)

Timeline	September, 2003, and ongoing
Resources	KDE, KSD, Cooperatives
Lead Agency	KDE

- Provide training for regular and special education teachers in identification and language acquisition strategies for D/HH for Accessing Core Content and implementing the Program of Studies

Timeline	September, 2003, and ongoing
Resources	KDE, KSD, Cooperatives
Lead Agency	KDE

- Develop a cadre of Deaf adults to be available for programs providing service and assistance to students, families, and schools.

Timeline	Ongoing
Resources	KDE, KSD, Commission for Deaf/Hard of Hearing, Cooperatives, local Deaf community.
Lead Agency	Regional Director

Deaf/Hard of Hearing

Facilities * Programs * Services * Materials * Resources

Current Status

- Four districts provide self-contained classrooms, five districts have resource programs.
- Two districts offer formal sign language classes for regular education students.
- Some evaluation services are provided through the Commission for Children with Special Health Care Needs, KSD, and Louisville Deaf Oral School. More evaluation services are needed within the region.
- KSD provides outreach services in the region that include: consulting, recruiting, home visits, community groups, and service coordination. More consultation and coordination services are needed.
- Some mental health services are offered in Somerset, London, Corbin, and Northern Kentucky
- The Shared Reading Project is available in Bowling Green and in the northern part of Region 2.
- The Department of Vocational Rehabilitation provides assistance with postsecondary transition.

Challenges

- The region is highly rural and few services are available in outlying areas. The geographic distance between students and services is a barrier as is the fact that the region is in two different time zones.
- This low incidence population is highly mobile.
- There are an increasing number of students with cochlear implants but minimal supports for them in this region.

Goal

To meet the needs of Deaf and Hard of Hearing students and families by establishing a Regional Low Incidence Resource/Service Center.

Strategy/Actions

1.) Collaboration between WKU and KDE to hire a regional coordinator.

Timeline	January, 2004
Resources	Budgetary Allocation
Lead Agency	KDE and WKU

2.) Develop a Regional Low Incidence Resource/Service Center (Pennsylvania Model) to provide consultation and/or services such as:

- American Sign Language teacher to train others to teach sign language
- Audiology services
- Cochlear Implant Center for mapping, training and dissemination of information related to cochlear implants
- Deaf at Risk Specialist specializing in issues related to Deaf/Hard of Hearing as part of a multiple disability
- Deaf Mentor Program to work with families of Deaf children.
- Early Identification
- Educational audiologist
- Grant writing activities
- Hearing aid bank for auditory trainers and hearing aids.
- Interpreters
- Itinerant teachers and classroom teachers
- Mental health services
- Model site identification programs
- Occupational Therapists knowledgeable about issues related to deafness
- Reading/Language Specialist
- School psychologist familiar with deafness
- Self advocacy skills for the D/HH
- Van for diagnostic services
- Vision testing for D/HH

Timeline	January,2004
Resources	Special Education Cooperatives, KSD, RTC, Deaf community
Lead Agency	KDE, Regional Coordinator

Deafblind

CURRENT STATUS

- According to the KDE December 1, 2002 child count, there are currently two students in the region who are deafblind.
- The Department of Vocational Rehabilitation has a Deafblind Coordinator and three consultants, one each for west, central, and east.
- KSB and KSD Outreach staff work collaboratively to assist with meeting the needs of this population.
- The Kentucky Deafblind Project currently has two full time and one part time consultants coordinating training and technical assistance for this population statewide.

CHALLENGES

- The issues with this population are so complex that providers and consultants from either disability do not feel competent to lead efforts for the Deafblind population.

STRATEGIES

Because so much support is needed in this region for this special population, we will look to the stakeholder group working on complex needs issues for direction. We will need assistance with professional development and regional coordination. In the meantime, we will continue to provide services and support as best we can through existing resources both inside and outside the state.

APPENDIX

National Agenda Fact Sheet

Are *All* Your Students with Visual Impairments Receiving Appropriate Services?

The Facts

- *Although you may have only a few children with visual impairments in your school district, you are obligated to serve them appropriately under the Individuals with Disabilities Education Act (IDEA).*
- *IDEA mandates that a continuum of placement options be made available to all students with visual impairments and that districts make students and their families aware of those options.*
- *Early intervention can improve the educational outcomes for these children.*
- *Visually impaired students need to learn disability-specific skills such as reading and writing with braille or using low vision devices, travel skills, career education, and independent living skills—from specially trained and certified Teachers of the Visually Impaired and Orientation and Mobility Specialists (COMS).*
- *Access to instructional materials in appropriate formats is critical to assuring educational progress.*

What Must Be Done?

- Offer an array of service delivery options for children with visual impairments.
- Support opportunities for partnerships among parents, the medical community, and school personnel that address early detection and services for children with visual impairments.
- Ensure that a person with expertise in visual impairments is available to all students including those in early intervention programs.
- Support the efforts of higher education facilities that train teachers to work in the field of visual impairments and hire their graduates.
- Ensure that teachers who work with children with visual impairments have reasonable caseloads so that special skills can be taught to support educational programming.
- Be aware of community resources, including rehabilitation agencies, consumer and parent organizations, as well as businesses, that can supplement your educational offerings.
- Know the professionals in your area who have expertise in visual impairments—and use them!
- Provide in-service training opportunities for staff who may work with visually impaired children.
- Require efforts to provide timely access to quality materials in braille, large print, and taped formats.
- Ensure that children with visual impairments receive comprehensive assessments under the guidance of personnel trained in visual impairments.
- Require the teaching of disability-specific skills to students with visual impairments.

How Can You Get More Information?

Visit the National Agenda for the Education of Children and Youths with Visual Impairments, Including Those with Multiple Disabilities web site at: www.tsbvi.edu/agenda (includes contact information for your state coordinator and the OSEP Policy Guidance Paper).

Contact your state's special school for the blind or visually impaired. If you are unsure of how to reach a special school, call Dr. Phil Hatlen at 512/206-9133; e-mail: hatlenp@tsbvi.edu.

This material was prepared by participants in the National Agenda effort, which is endorsed by the American Foundation for the Blind, the Association for Education and Rehabilitation for the Blind and Visually Impaired, the American Printing House for the Blind, the Council of Schools for the Blind as well as numerous other organizations of and for the blind throughout the United States.

Region 2 – Combined Caveland/River Region Co-op Areas
Teachers and O&M Specialists for Blind and Visually Impaired

COUNTY	KIMRC	12/1/02 KDE Count	DB KDE Count	VI as secondary disability	VI Teachers All itinerant services – no known self- contained or resource rooms		O&M Specialists	
Allen Co.	6	-	-	NIR				
Barren Co.	4	3	-	0				
Bowling Green Ind.	2	1	1	1	?	Has used consult services as needed by in-district staff (K. Copas); may contract outside of district for additional VI services		
Breckinridge Co.	6	3	-	NIR	1	Part-time, (D. Dyer)		
Butler Co.	0	-	-	0	?	Available for part-time, possible caseload of 1 for fall 03 (D. Dyer)		
Caverna Independent	2	-	-					
Cloverport Independent	0	-	-	NIR				
Cumberland Co.	0	-	-	0				
Daviess Co.	14	8	-	3	1	Full time services split caseloads with Owensboro Indp. (K. Daugherty)	1	Kristi Hughes, contract O&M services from Evansville Association for the Blind
Edmonson Co.	2	5	-	NIR		Consultation services in past from VI Teacher in Grayson Co. (P. Johnson)		
Elizabethtown Indp.	0	-	-	2				
Glasgow Indp.	1	3	-	0				
Grayson Co.	7	3	-	4	1	Full time (P. Johnson)		
Green Co.	0	2	-	NIR	1	Full time (S. Wethington, new 03-04 school year)		
Hancock Co.	2	-	-	NIR				

Prepared by Cathy Johnson, Director, KSB Outreach –KIDS

Region 2 – Combined Caveland/River Region Co-op Areas
Teachers and O&M Specialists for Blind and Visually Impaired

Hardin Co.	27	10	-	NIR	2	Full time, (C. Adair, VI/O&M; G. Barnes)	1	Cindy Adair
Hart Co.	6	3	-	4	?	Possible contract/split services with Green County VI teacher		
LaRue Co.	1	-	-	3				
Logan Co.	0	-	-	1				
McLean Co.	1	1	-	1		Previous VI teacher retired, no replacement		
Meade Co.	8	1	-	7	1	Full time (T. Smith)		
Metcalfe Co.	2	1	-	NIR				
Monroe Co.	0	-	-	NIR				
Ohio Co.	2	1	-	1	1	Part time - 3 VI students on caseload (L. Daugherty)		
Owensboro Independent	23	5	-	4	1	Full time services split caseload with Davies County., (R. Boggess)		Krysti Hughes, contract O&M services from Evansville Association for the Blind
Russellville Independent	0	1	-	0				
Simpson Co.	6	3	-	0	1	Part time (¼ to ½ of her caseload VI) (K. Sutton)		
Todd County	0	1	-	0				
Warren County	34	10	1	NIR	3	One full time (J. Murphy); two 7/10 ^{ths} (3 ½ days a week) (B. Flener, S. Devine)		Have contracted with KY Dept. f/t Blind, Bowling Green when needed; KSB O&M specialist has provided eval services, some follow-up
West Point Indp.	0	-		NIR				

KIMRC = Kentucky Instructional Materials & Resource Center, KSB, annual registration data

NIR = no information reported

Prepared by Cathy Johnson, Director, KSB Outreach –KIDS

Region 2 – Combined Caveland/River Region Co-op Areas
Staff and Programs for Deaf and Hard of Hearing

DISTRICT	12/1/02 Child Count	Teachers	Licensed Interpreters	Probationary Interpreters	Self- Contained	Resource	Other Information
Allen County	3						
Barren County	1						Student served through contract with Warren Co.
Bowling Green Ind.	1						ASL as a Foreign Lang, TC Cherry Elem
Breckinridge County	1						
Butler Co.	1	1*					
Caverna Ind.	1						
Cloverport Ind	0						
Cumberland Co.	0			1			
Daviess Co	6	2			Collaborative w/O-boro Indp	Collaborative w/O-boro Indp	
Edmonson Co	2						
Elizabethtown Ind	1						
Glasgow Ind	2						
Grayson Co	5						Speech Language Pathologist serves as teacher
Green Co	2						
Hancock Co	0						

Prepared by Andy Hensley 6-4-03

Region 2 – Combined Caveland/River Region Co-op Areas
Staff and Programs for Deaf and Hard of Hearing

DISTRICT	12/1/02 Child Count	Teachers	Licensed Interpreters	Probationary Interpreters	Self- Contained	Resource	Other Programs
Hardin Co	15	4	1	3		Lincoln Trail Elem	
Hart Co	3						
Larue Co	0						
Logan Co	5	1		2			
McLean Co	0						
Meade Co	3	1		1		High school	
Metcalf Co	3						
Monroe Co	0						
Ohio Co	9	1			Western Elem		
Owensboro Ind	9	2			Hager Preschool and Foust Elem	Foust Elem	Sign classes for staff & students at Foust Elem and Hager Preschool
Russellville Ind	1						Student served through contract with Logan Co.
Simpson Co	1						
Todd Co	0						
Warren Co	9	3		2	Natcher Elem preschool	Natcher Elem	
West Point Ind	0						

*Emergency/Probationary Certified Teacher